

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

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## Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Laredo Independent School District	240901			
Vendor ID #	ESC Region #			
	01			
Mailing address	City	State	ZIP Code	
1702 Houston St.	Laredo	TX	78040-4951	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Rogelio		Garcia	Director for Career and Technology Education	
Telephone #	Email address		FAX #	
956-273-1861	<a href="mailto:roggarcia@laredoisd.org">roggarcia@laredoisd.org</a>			
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Scott		Roberts	Grant Writer/Research Analyst	
Telephone #	Email address		FAX #	
956-273-1268	<a href="mailto:sroberts@laredoisd.org">sroberts@laredoisd.org</a>			
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Sylvia	G.	Rios	Superintendent of Schools
Telephone #	Email address		FAX #
956-273-1401	<a href="mailto:sgrios@laredoisd.org">sgrios@laredoisd.org</a>		

Signature (blue ink preferred)

Date signed

9-22-17



Only the legally responsible party may sign this application.

701-17-103-020

**Schedule #1—General Information**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state. Laredo ISD is an inner city K-12 district in the heart of Webb County, Texas serving over 24,166 students from severely impoverished homes (94.3% economically disadvantaged), is impacted by Spanish as their first language youth (59.6% ELL), and (73.5% At-Risk) according to the 2016-2016 Texas Academic Performance Report. As the 2011 census poverty data indicates, 12,323 or 56.69% of children are from families with incomes below poverty line. 93.82% of children receive free/reduced lunch are at Laredo ISD high need schools. Based on this data there is a strong need to provide students with career cluster resources and provide their schools access to technologies, labor market, career information and innovative practices that are key to the students career pathways to identified high-demand, high wage occupations that are in desperate need in our community.

In a comprehensive effort to improve and achieve foundational elements necessary for the development of career and technical education courses or programs in a high-demand occupation the Laredo Independent School District (**Laredo ISD**) Career and Technical Education Program has opted to implement and develop strategies to target high-growth, high-demand and emerging occupations creating Career and Technical Education **Career Clusters** that are critical to the state, regional, and local economies under **Focus Area 3**. This development strategy is aligned to the marketable skills as identified in our areas high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements. In addition, the **Laredo ISD** Leadership Team has identified accelerated achievement and creating Career and Technical Education Career Clusters as critical to the state, regional, and local economies as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals.

Although, **Laredo ISD** is still struggling with academic and college readiness indicators, the last three years have brought greater gains in student achievement and has provided additional opportunities for the addition of multiple career pathways. Despite inherent obstacles that face our border community, **Laredo ISD** has long sought opportunities that increase student preparedness to become career and college ready by addressing both current and future local and regional workforce needs. Our educators are passionate and have a strong desire to Helping our students to become college and career ready while supporting them in their completion of certificates and degrees. Key partnerships with Laredo Community College and Texas A&M International University are used to provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, and degrees in high-demand occupations in key local and regional industry clusters. Increasing teacher effectiveness in industry standards and expanding teacher capacity and incorporating resources to achieve higher student expectations have been a key part of our core strategy using resources allocated and applying the targeted funding to address specific rigorous, transparent, and equitable **Career Clusters** that are critical to the state and local economies under **Focus Area 3**.

Laredo ISD's Career and Technical Education Program recently incorporated the Texas Early College High School Blueprint Benchmarks into the **Career Clusters** that are critical to the state, regional, and local economies under **Focus Area 3** that will provide a curriculum that offers an opportunity for more rigorous and accelerated courses in both dual-credit courses, preparatory/college readiness courses, graduation credited courses, advanced placement (AP) courses, and career/technical education courses and certifications in key state, regional, and industry career clusters.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Highlights from the Laredo ISD Career and Technical Education Program strategic implementation of Career Clusters under Focus Area 3** have been identified several planned strategies that include:

- **Improvements in Local, Regional, and State Partnerships:** primarily through partnerships with community colleges or universities, industry and local stakeholders to assess local workforce needs and coordinate with these partners to promote postsecondary success strengthening our partnerships in Career and Technical Education Programs. Additionally, the establishment of public/private partnerships that increase student opportunities for work-based learning opportunities for students such as: paid internships, apprenticeships, and mentorships and concentrated workforce needs in technology, manufacturing, finances, construction, nursing, engineering, and many other high demand **Career Clusters under Focus Area 3**.
- **Data-driven Decision Making:** by enrolling and preparing students for occupations in areas that offer high wages, high skills, and are in high demand that are critical to the state, regional, and local economies based on local regional, and state workforce and industry cluster data. Using quality data to identify and implement an instructional vision that is research-based, vertically aligned establishes and strengthens community partnerships with **Career Clusters under Focus Area 3** as well as aligning with district and college academic standards. The data collected will assess the effect of the implementation on student growth, teacher effectiveness, and allow for continuous program improvement and sustainability.
- **Fostering and Strengthening Innovation:** addressing subpopulations, college and career readiness, school culture, and school climate through a flexible identification and promotion of practices and strategies for promising Career Technical Education Programs that prepare students for nontraditional fields.
- **Improvement of Instructional Opportunities:** increasing the total number of workforce, industry certifications, and other credentials of high-quality value earned through an increased focus on student support services that leads to increased attendance and academic performance.
- **Advanced Career Technical Education Development, Implementation, Adoption, and Promotion:** increasing pre-advanced placement course offerings to include dual-enrollment courses, advanced placement (AP) courses, and career/college readiness courses by increasing the total number of career pathways aligned to the Texas in-demand occupations or industries as demonstrated with Laredo ISD's current Memorandum of Understanding (MOU) between Laredo Community College and Laredo ISD providing dual-credit and certification programs.

During the Implementation, the Career Technical Education Program and School Leadership Team will use Perkins Reserve funds to:

- (a) Supplement current funding by increasing the level of services and increasing activities that provide additional opportunities for our students to obtain dual credit, advanced placement (AP) courses, certification, and degrees in high-demand occupations in key local and regional industry clusters. Increasing teacher effectiveness in industry standards and expanding teacher capacity and incorporating resources to achieve higher student expectations;
- (b) Promote continuous use of student data to innovate and expand the **Career Clusters** that are critical to the state, regional, and local economies under **Focus Area 3** and develop the curriculum that offers an opportunity for individualize instruction that meet the academic needs of individual students along with more rigorous and accelerated courses in both dual-credit courses, preparatory/college readiness courses, graduation credited courses, advanced placement (AP) courses, career/technical education courses, certifications, and opportunities to bridge secondary and postsecondary degree opportunities in key state, regional, and industry career clusters; (c) Increase learning time and creating community-oriented schools that compliment the development and implementation of experiences in high demand, high wage industries including: schedules and strategies that provide increased learning time, internships, mentorship programs, externships, and/or apprenticeships providing industry exposure to applied student learning and real world practicums in the identified **Career Clusters under Focus Area 3**; (d) Provide ongoing mechanisms for family and community engagement while providing operational flexibility and sustained support that integrates technology-based supports/interventions as an integral part of the Career Technical Education Program; and (e) Provide additional supports and professional development to teachers and principals that implement effective strategies to support students with disabilities in the least restrictive environment and ensures limited English proficient students acquire language skills to master academic content.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 240901	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$	\$5,000	\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$12,205	\$	\$12,205	\$11,075
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$52,795	\$	\$52,795	\$8,925
Grand total of budgeted costs (add all entries in each column):			<b>\$75,000</b>	<b>\$</b>	<b>\$75,000</b>	<b>\$30,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 240901		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Advanced Certification Courses for Career Cluster Certifications in Construction Trades: HVAC, Plumbing, Electrical, Carpentry, Welding, ETC. Covers Dual-Credit, AP, and capstone coursework.	\$5,000	\$5,000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$5,000	\$5,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$5,000</b>	<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$12,205	\$11,075
<b>Grand total:</b>		<b>\$12,205</b>	<b>\$11,075</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5,000	\$5,000
<b>Grand total:</b>		<b>\$5,000</b>	<b>\$5,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 240901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Basic Refrigerator trainer (HVAC)	1	\$13,650	\$13,010	\$640
20	Single phase compressor control board (HVAC)	1	\$7,625	\$7,025	\$600
21	Alternative Energy Learning System - Wind and Solar (Electrical)	1	\$19,760	\$19,000	\$760
22	Planer (Powermatic) (Plumbing)	1	\$3,000	\$0	\$3,000
23	See snake compact camera system (Plumbing)	1	\$6,425	\$3,000	\$3,425
24	Solar PV Array Station (Electrical)	1	\$7,260	\$7,260	\$0
25	Arc Welder (Welding)	1	\$2,000	\$2,000	\$0
26	Mig Welder (Welding)	1	\$1,500	\$1,500	\$500
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$52,795</b>	<b>\$8,925</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1541	98.2%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	491	31.3%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Attendance rate	NA	95.7%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)	NA	2.2%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	22.1	21.1%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
6-10 Years Exp.	27.9	26.6%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
11-20 Years Exp.	26.2	25%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
20+ Years Exp.	26.4	25.2%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
No degree	1.2	1.2%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Bachelor's Degree	82.7	78.8%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Master's Degree	20.1	19.1%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance
Doctorate	1	.9%	2015-2016 Texas Academic Performance Report (TAPR), Campus Performance

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										462	423	345	339	1569

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										27	23	22	18	90

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Laredo ISD Leadership Team has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained strategies to target high-growth, high-demand and emerging occupations. This Comprehensive Needs Assessment (CNA) provides highlights of Laredo ISD's background information, key areas for targeted growth in **Career Clusters** under **Focus Area 3**, and a summary of the proposed opportunities for our students pathway to obtain dual credit, advanced placement, certification, and degrees in high-demand, high wage occupations in key state, regional, and local industry career clusters and a more robust framework through collaboration with Laredo Community College, the South Texas Workforce Commission and other key business and industry partners.

The Leadership Team has performed a data analysis in order to develop the comprehensive needs assessment (CNA). This process applies all avenues of data analysis to inform the development of the strategic pedagogies that are a part of an ongoing process to create a sustainable, integrated input and feedback mechanism to provide constant monitoring that perpetuates and enhances work that has already begun and through the CNA for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained strategies to target high-growth, high-demand and emerging occupations for targeted growth in **Career Clusters** under **Focus Area 3** in alignment with the identified the program performance measures. The CNA is conducted with all stakeholder input and is incorporated into the Campus Improvement Planning; the following points illustrate the process and findings of the CNA. The program objectives include identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth in **Career Clusters** under **Focus Area 3**. These are the foundational core of the Texas Accountability Intervention System (TAIS) developed by TEA. The CSF's are grounded in evidence-based research that include: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; and (7) Increasing Teacher Quality.

In a comprehensive effort to create a student centered learning environment that increases student academic achievement linking specific career cluster resources with district efforts to implement, expand, and sustain our commitment to coordinating and building upon current partnerships with Laredo Community College (LCC), and other key community and business partnerships the **Laredo ISD Leadership Team** including Administrators, Teachers, staff, parents, students and community partnerships that support building capacity for implementing a sustained Career and Technical Education Program **Career Cluster** framework under **Focus Area 3** that target our state, regional, and local high-demand, high wage occupations include: (a) **Demographics**; (b) **Student Achievement**; (c) **School Culture and Climate**; (d) **School Context, Organization, Curriculum, Instruction, Assessment and Technology**; (e) **Family and Community Involvement/Partnerships**. Key areas for targeted growth in **Career Clusters** under **Focus Area 3** identified in the Laredo ISD CNA career pathways indicated a strong need for occupations in construction as high demand, high wage occupations.

The Career Clusters that this funding will target include the following: Occupation SOC code **Electrician (47-2110), Plumber (47-2150), Plumbers, Pipefitters, and Steamfitters (47-2152), Carpenters (47-2030), Welders, Cutters, Solderers, and Brazers (47-2152), First-Line Supervisors of Construction Trades and Extraction Workers (47-1011), and Structural Iron and Steel Workers (47-2220), HVAC (49-9021), and Construction Trades (47-1011).**

The Laredo ISD Leadership Team identified the Sabas Perez School for Engineering founded in 2005 designed to increase equity, capacity, and high-quality instructional pedagogies and personal learning environments that significantly improve learning and teaching for Engineering and Technology as the site location for the Perkins Reserve funding. Thereby, providing a solid foundation and a rigorous curriculum to prepare students pursuing Engineering or Technology careers targeting key areas for growth in **Career Clusters** under **Focus Area 3** that are high-growth, high-demand and emerging occupations in state, regional, and local industries.

Since its beginning, the Sabas Perez School for Engineering offers standard college, advanced academic courses, specialized training in Engineering and Technology, uniquely designed to help students understand the concepts and

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only)

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b><i>Increase Career Cluster Pathways/Improve the Instructional Program to Support Student Academic Achievement</i></b>	<p>Increase Career Cluster pathways to dual credit, advanced placement, certification, and degrees in high-demand, high wage occupations in key local industries collaboration with key education, business, and industry partners</p> <p>Provide operational flexibility and sustained support that integrates technology-based supports and academic interventions as an integral part of the Career Cluster pathways. Implement effective strategies to support students with disabilities in the least restrictive environment and ensure limited English proficient students acquire language skills to master academic content</p>
2.	<b><i>Increase Teacher Quality and Leadership Effectiveness</i></b>	<p>By varying pedagogical approaches, teachers will activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process</p> <p>The quality of instruction in the Career Clusters will be a primary indicator of positive student outcomes, and persistence in the classroom is indicative of teachers believing in the possibilities of their leadership effectiveness and recognizing the potential of each student</p>
3.	<b><i>Increase Use of Quality Data to Inform Instruction</i></b>	<p>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>Use data to identify and implement an instructional program that is:</p> <ul style="list-style-type: none"> <li>(A) Research-based;</li> <li>(B) Developmentally appropriate;</li> <li>(C) Vertically aligned dual-credit and AP courses aligned with State academic standards;</li> <li>(D) Promotes academic content across a range of development</li> </ul>

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### Schedule #14—Management Plan

County-district number or vendor ID: 240901

Amendment # (for amendments only)

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for Curriculum and Instruction	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong curriculum based background.
2.	Director for Secondary Education	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong background in providing program Management/Administration, Performance Evaluation and Reporting.
3.	Director for Career Technology Education	Requires 20+ years experience in an educational setting with administrative experience of 10+ years, Certified in Educational Administration with a strong career technology education curriculum based background.
4.	Deans/Instructional Specialists	Requires 10+ years experience in an educational setting with some administrative experience, Certified in education, some educational administration or related field with a strong background in benchmark testing, assessment result evaluation, planning of professional development sessions necessary to carryout program intent and overall program evaluation.
5.	Human Resources Specialist/Coordinator	Requires 15+ years experience in an educational setting with administrative experience of 5+ years in Human Resource Management, Certified in Educational Administration or related field with a strong Human Resource background necessary to carryout personnel planning and staffing formulas.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Instructional Quality and Delivery	1. Lesson Plans are aligned to curriculum to improve student achievement.	11/13/2017	08/31/2018
		2. Apply and use existing campus resources, such as instructional equipment, hardware and/or software, to support the program.	11/13/2017	08/31/2018
		3. Remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities	11/13/2017	08/31/2018
		4. Increase access to computer programs for acceleration.	11/13/2017	08/31/2018
		5. Provide students vocabulary development,	11/13/2017	08/31/2018

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### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis.** These efforts will continue beyond the program funding period because the school leadership teams based its initiatives and decisions on research-based scientifically relevant data. The feedback and continuous improvement plan consists of concepts and skills associated with high-growth, high-demand and emerging occupations in **Career Clusters** under **Focus Area 3** and will increase student awareness of related careers through the opportunity to take dual credit and articulated courses to obtain a Certification or a degree. The feedback and continuous improvement plan includes activities for continuous improvement to ensure each Critical Success Factor milestone is met and are part of the value-added evaluation process.

The milestones for each CSF are tied to a continuous feedback and improvement model that include, but are not limited to,

- a) Ensuring the product/service is research-based;
  - b) Ensuring the **Career Clusters** under **Focus Area 3** is vertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards;
  - c) On-going course embedded externships, internships, dual-enrollment and advanced placement;
  - d) Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant;
  - e) Provides intensive assistance and related student supports that are built-in components of product/service;
  - f) Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective, and
  - g) Have provision for appropriate academic interventions, business/community partnerships and supports for students.
- Additionally, The feedback and continuous improvement plan will provide for the identification and corrective actions to address program deficiencies to ensure continual improvement based on proposed versus actual implementation associated with high-growth, high-demand and emerging occupations in **Career Clusters** under **Focus Area 3**.

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### Schedule #15—Project Evaluation

County-district number or vendor ID: 240901

Amendment # (for amendments only)

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<b>Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis</b>	1.	Initiatives and decisions on research-based scientifically relevant data.
		2.	Activities for continuous improvement to ensure each Critical Success Factor milestone is met and are part of the value-added evaluation process.
		3.	The milestones for each CSF are tied to a continuous feedback and improvement mode.
2.	<b>Identify and correct program deficiencies to ensure continual improvement</b>	1.	Compile and disaggregate data by implementing evaluation strategies such as using the Performance Effectiveness Report to identify and correct deficiencies.
		2.	Descriptive information on proposed versus actual implementation.
		3.	Evaluating and Identifying additional program needs to ensure continual improvement.
3.	<b>Increase the number of teachers receiving advanced training and certification</b>	1.	Identify and implement teacher advanced training and certification.
		2.	Work with community/business partners to create a on-site certification program targeting <b>Career Clusters</b> under <b>Focus Area 3</b> .
		3.	Increases in the number of teacher with advanced training and certification.
4.	<b>Identify and implement additional available certification, dual-credit, AP and degree course work</b>	1.	Increases in the number of students obtaining additional advanced certification, dual-credit, AP, or degree credits.
		2.	Increases in enrollment in dual-enrollment, AP, Certifications, and CTE Courses.
		3.	Building stronger community partnerships offering additional certification courses and increases in student participation.
5.	<b>Identify and implement increased internships/externships with</b>	1.	Number of students employed or receiving hands-on training in Career Cluster Pathways.
		2.	Increased number of local and regional business partnerships training in

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Laredo ISD Leadership Team and Career Technical Education Program searched the local, regional, and state occupational trends data from [texascareercheck.com](http://texascareercheck.com) to identify current high-demand occupations and their related programs of study in partnership with the local workforce development board and Laredo community college to formulate and create our **Career Clusters** and **Pathways** under **Focus Area 3**. Career and Technical Education Program has opted to implement and develop data driven strategies based on the local, regional, and state occupational trends to target high-growth, high-demand and emerging occupations creating **Career Clusters** that are critical to the state, regional, and local economies under **Focus Area 3** in partnership with the local Texas workforce commission to enhance our existing dual-credit, AP, certification, and degree plan career pathways and to create new Career Clusters in emerging local high-demand, high wage occupations for plumbing and expand the Career Clusters in Construction Trades. This **Career Cluster** development strategy under **Focus Area 3** is aligned to the marketable skills as identified by our partnership with the local workforce development board and Laredo Community College addressing areas of our local high-demand occupations. In addition, the Laredo ISD and Career Technical Education Program has had a strong partnership with our local workforce development board for a number of years now participating in their Teacher Externship program that has provided additional opportunities to engage our teacher in professional development opportunities working with our local business community in occupations relevant to the teachers Career Technical Education courses taught. This partnership has strengthened our coordinated efforts to provide our students the opportunity to prepare for and seek out regional, and local high-demand, high wage occupations.

The program objectives include identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth in **Career Clusters** under **Focus Area 3** and will provide the specific career cluster resources needed for students to become successful and the program to have access and availability to the latest technologies, labor market, and career information. These innovative practices allows for the application of the Critical Success Factors that are grounded in evidence-based research enhancing students acquisition of academic, technical skills, and acquiring knowledge in their chosen career cluster program of study including: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; and (7) Increasing Teacher Quality.

The results of our comprehensive effort to create a student centered learning environment that provides increased opportunities and enhanced programs of study, students will increase academic and technical knowledge and skills linking specific career cluster resources with district efforts to implement, expand, and sustain our commitment to coordinating and building upon current partnerships with Laredo Community College (LCC), and other key community and business partnerships the **Laredo ISD Leadership Team** including Administrators, Teachers, staff, parents, students and community partnerships that support building capacity for implementing a sustained Career and Technical Education Program **Career Cluster** framework under **Focus Area 3** that target our state, regional, and local high-demand, high wage occupations include: (a) **Demographics**; (b) **Student Achievement**; (c) **School Culture and Climate**; (d) **School Context, Organization, Curriculum, Instruction, Assessment and Technology**; (e) **Family and Community Involvement/Partnerships**.

The **Career Clusters** under **Focus Area 3** are designed to improve student outcomes by providing more real world and cutting edge educational/technical opportunities through this new and enhanced **Career Clusters** program of study that will excite and engage students in deeper learning. The Laredo ISD Leadership Team and Career Technical Education Program along with key educational, and business partners will bring rigorous programs of study for high demand, high wage occupations through expended dual credit, advanced placement (AP) courses, certifications, degree plans, internships, externships, providing gainful employment in our local and regional area. Laredo ISD ensures that all courses that are part of the **Career Cluster** framework under **Focus Area 3** will substantially contribute to certificate or degree programs. Laredo ISD will provide work-based learning opportunities for students that will help them connect what they are learning in the classroom with the workplace. The Career Clusters that this funding will target include the following: Occupation SOC code **Electrician (47-2110), Plumber (47-2150), Plumbers, Pipefitters, and Steamfitters (47-2152), Carpenters (47-2030), Welders, Cutters, Solderers, and Brazers (47-2152), and Structural Iron and Steel Workers (47-2220), HVAC (49-9021), and Construction Trades (47-1011).**

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Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Currently, the Career Technical Education Department along with the Sabas Perez School for Engineering, School Leadership Team and Laredo Community College are in the process of developing a Construction Trades program of study in Plumbing that leads to dual-credit and a one semester Certification program in Plumbing that is included in our plan under **Focus Area 3** in our offered **Career Cluster Pathways** that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The Construction Trades program of study will build in rigor as students progress through high school and complement our current Career Cluster Pathways as described on page 17.

The Construction Trades program of study has allowed Laredo ISD to enhance, expand and grow its current course offerings and this funding opportunity will now allow us to enhance and add this new pathway to our Career Clusters under **Focus Area 3** that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

Monitoring of the Construction Trades programs progress will be on an on-going basis to solicit feedback on students' progress, fidelity to the curriculum plan and timeline, student attendance and to provide support as needed. Meetings will include teachers, campus administrator/facilitator, teacher-aides, counselor, support staff, partner organization (LCC) and industry partner. Data will be collected in order to show the extent to which the Construction Trades program activities were implemented as planned to include process, product, and program outcomes under **Focus Area 3** in our offered **Career Cluster Pathways**.

In addition, The Construction Trades program objectives include identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth in **Career Clusters** under **Focus Area 3** and will provide the specific career cluster resources needed for students to become successful and the program to have access and availability to the latest technologies, labor market, and career information.

These innovative practices allows for the application of the Critical Success Factors that are grounded in evidence-based research enhancing students acquisition of academic, technical skills, and acquiring knowledge in their chosen career cluster program of study including:

- (1) Improving Academic Performance;
- (2) Increasing the Use of Quality Data to Drive Instruction;
- (3) Increasing Leadership Effectiveness;
- (4) Increasing Learning Time;
- (5) Increasing Parent/Stakeholder Involvement;
- (6) Improving School Climate; and
- (7) Increasing Teacher Quality.

The Construction Trades program of study is designed to enhance, expand and grow Laredo ISD's current course offerings and this funding opportunity will now allow us to enhance and add this new pathway to our Career Clusters under **Focus Area 3** that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Key partnerships with Laredo Community College and Texas A&M International University are used to provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, and degrees in high-demand occupations in key local and regional industry clusters. The Construction Trades program of study is designed to enhance, expand and grow Laredo ISD's current course offerings and this funding opportunity will now allow us to enhance and add a new pathway **Plumber (47-2150), Plumbers, Pipefitters, and Steamfitters (47-2152)** to our Career Clusters under **Focus Area 3** that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

The Career Technical Education Program, School Leadership Team, educational and Industry Partners developed a sample crosswalk that identifies postsecondary coursework required for students in the Construction Trade program of study specifically in Plumbing in order to complete a certificate from Laredo Community College within two to three years of graduating from high school that also provides opportunity for students to receive an associate's degree or continue in transition to a four year bachelor degree. This sample crosswalk also demonstrates how the program of study that can lead to a student receiving a bachelor's degree.

**Crosswalk**

<b>Program of Study</b>	<b>High School Course</b>	<b>College Credit</b>	<b>Certification</b>	<b>Degree</b>
<b>Construction Trades (47-1011)</b>  <b>Plumber (47-2150)</b>  <b>Plumbers Pipefitters and Steamfitters (47-2152)</b>	Plumbing Technology I	PFPB 1313 Introduction to Plumbing Trade	Plumbing Helper 1 Certificate	<b>Associate in Arts</b>  <b>Associate in Science</b>  <b>or</b>  <b>Associate in Applied Arts and Science Degree</b>  <b>And/Or</b>  <b>Bachelor in Arts</b>  <b>or</b>  <b>Bachelor in Science Degree</b>
	Plumbing Technology II	PFPB 1325 Mechanics of Plumbing	Plumbing Helper 1 Certificate	
	Construction Technology I	PFPB 1350 Plumbing & Pipefitting Equipment & Safety	Plumbing Helper 1 Certificate	
	(Capstone)  Construction Technology I	PFPB 1421 Plumbing Maintenance and Repair	Plumbing Helper 1 Certificate	

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Laredo ISD is committed to continue to collaborate with our educational partnership with Laredo Community College (LCC), Texas A&M International University, and the South Texas Workforce Commission in providing continued additional dual-enrollment, AP, degrees and certifications in high-demand occupations in key local and regional industry clusters beyond the grant program in order to continue to provide opportunities to achieve program objectives and district goals that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs in our **Career Cluster Pathways** under **Focus Area 3**.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Our industry partners (Quality Air and Electrical, Airgas, and Laredo Discount Metals, and Clark Hardware and Plumbing Supplies) will assist with curriculum development to support relevant and frequent industry experiences for students participating in the **Career Cluster Pathways** under **Focus Area 3**.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Research indicates that there are five crucial conditions described that create positive and high performing changes that will help drive the management plan and build capacity to sustain the **Career Clusters** under **Focus Area 3** that include: **a)** a relevant focus; **b)** apply a top-down approach; **c)** leadership commitment; **d)** comprehensive involvement; **e)** external coaches (Juechter, Fisher, & Alford, 1998; Harris and Lambert, 2003). The Construction Trades program of study is designed to enhance, expand, grow and sustain Laredo ISD's current course offerings and this funding opportunity will now allow us to enhance and add this new pathway to our Career Clusters under **Focus Area 3** that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

The implementation, design and program evaluation of the sustainability plan are designed to provide necessary feedback to build capacity and support rigorous academic standards for students; provide a mechanism of higher accountability for teachers, and a coherent sustained leadership program that fosters a synergetic educational environment that emanates academic excellence and transforms the school culture. The Laredo ISD, Career Technical Education Program, School Leadership Team, The Sabas Perez School for Engineering, Laredo Community College (LCC), Texas A&M International University (TAMU) and our Industry Partner (Quality Air and Electrical, Airgas, and Laredo Discount Metals, and Clark Hardware and Plumbing Supplies) have designed a strong sustainability plan to ensure that the school(s) will continue to meet the goals of the Construction Trades program activities implemented as planned to include process, product, and program outcomes under **Focus Area 3** in our offered **Career Cluster Pathways**. These key partnerships with educational and industry partners will provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, internships/externships, and post secondary degrees in high-demand occupations in key local and regional industry clusters that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

Our commitment and focus on academic excellence allows for our under-served and economically disadvantaged community to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds of our student population. Laredo ISD's Sabas Perez School for Engineering has the capacity to sustain the **Career Clusters** under **Focus Area 3** after the grant funding period ends. Program funds will supplement and not supplant state mandates, rules or activities previously conducted with state and local funds. State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness by leveraging funding sources to increase capacity and sustain program initiatives. The district central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the program. The funds will be expended on the **Career Clusters** under **Focus Area 3** strategies to support the improvement of student preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement, improve student attendance rates, and student post secondary readiness.

These efforts will continue beyond the funding period because the Career Technical Education program bases its initiatives and decisions on research-based scientifically relevant data. For Example: Curriculum alignment, both vertical and horizontal, is systemized throughout the targeted career cluster pathways. This development strategy is aligned to the marketable skills identified in high wage, high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements.

The results of our sustainability plan creates a student centered learning environment and provides increased opportunities and enhanced programs of study, students will increase academic and technical knowledge and skills linking specific career cluster resources with district efforts to implement, expand, and sustain our commitment to coordinating and building upon current educational and industrial partnerships that support building capacity for implementing a sustained Career and Technical Education Program **Career Cluster Pathway** under **Focus Area 3** that target our state, regional, and local high-demand, high wage occupations.

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County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The capstone industry certifications and programs of study that were identified in partnership with Laredo Community College, Texas A&M International University, South Texas Workforce Commission, Quality Air and Electrical, Airgas, Laredo Discount Metals and Clark Hardware and Plumbing Supplies provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, degrees, and internships/externships in high-demand, high wage occupations in key local and regional industry clusters providing even greater opportunity for our students to transition from secondary to postsecondary educational programs.

**Capstone Coursework**

Program of Study	(Capstone)	Degree
<b>Construction Trades (47-1011)</b>  <b>Electrician (47-2110)</b>	Civil Engineering & Drafting – High School DFTG 2340 Solid Molding – Dual Credit Computer Aided Drafting & Design - Certificate  Construction Technology II – High School ELPT 1429 Residential Wiring – Dual Credit Electrician Helper 1 - Certificate	Associate in Arts   Associate in Science
<b>Welders, Cutters, Solderers, and Brazers (47-2152) and Structural Iron and Steel Workers (47-2220)</b>	(Capstone) Metal Fabrication and Machining I – High School WLDG 1417 Intro to Layout and Fabrication – Dual Credit Welding - Certificate	Associate in Applied Arts and Science Degree
<b>HVAC (49-9021)</b>	(Capstone) HVAC & Refrigeration II – High School MAIR 1449 Refrigerators, Freezers, Window AC – Dual Credit HVAC Technician Helper 1 - Certificate	Bachelor in Arts
<b>Plumber (47-2150)</b>  <b>Plumbers Pipefitters and Steamfitters (47-2152)</b>	(Capstone) Construction Technology I – High School PFPB 1421 Plumbing Maintenance and Repair – Dual Credit Plumbing Helper 1 - Certificate	Bachelor in Science Degree

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The designed Construction Trades program of study will complement the existing Career Technical Education program that is aligned to the marketable skills as identified in our areas high wage, high-demand occupations, Texas Accountability Intervention System (TAIS) state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements. Laredo ISD has long sought opportunities that increase student preparedness to become college and career ready by addressing both current and future local and regional workforce needs.

Key partnerships with Laredo Community College and Texas A&M International University are used to provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, and degrees in high wage, high-demand occupations in key local and regional industry clusters. In addition, the Laredo ISD and Career Technical Education Program has had a strong partnership with our local workforce development board for a number of years now participating in their Teacher Externship program that has provided additional opportunities to engage our teacher in professional development opportunities working with our local business community in occupations relevant to the teachers Career Technical Education courses taught. This partnership has strengthened our coordinated efforts to provide our students the opportunity to prepare for and seek out regional, and local high-demand, high wage occupations.

These key partnerships with educational and industry partners will provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, internships/externships, and post secondary degrees in high-demand occupations in key local and regional industry clusters that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs. The Construction Trades program of study is designed to enhance, expand, grow and sustain Laredo ISD's current course offerings and this funding opportunity will now allow us to enhance and add this new pathway to our Career Clusters under **Focus Area 3** that provides an even greater opportunity for our students to transition from secondary to postsecondary educational programs.

The Construction Trades program of study in Plumbing leads to dual-credit and a one semester Certification program in Plumbing that is included in our plan under **Focus Area 3** in our offered **Career Cluster Pathways** that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board that compliments our existing Career Technical Education Program. The Construction Trades program of study will build in rigor as students progress through high school and complement our current Career Cluster Pathways as described on page 17.

Our educators are passionate and have a strong desire to Helping our students to become college and career ready while supporting them in their completion of certificates and degrees. . Increasing teacher effectiveness in industry standards and expanding teacher capacity and incorporating resources to achieve higher student expectations have been a key part of our core strategy using resources allocated and applying the targeted funding to address specific rigorous, transparent, and equitable **Career Clusters** that are critical to the state and local economies under **Focus Area 3**.

The results of our Construction Trades program creates a student centered learning environment and provides increased opportunities and enhanced programs of study, students will increase academic and technical knowledge and skills linking specific career cluster resources with district efforts to implement, expand, sustain and compliment our commitment to coordinating and building upon current educational and industrial partnerships that support building capacity for implementing a sustained Career and Technical Education Program **Career Cluster Pathway** under **Focus Area 3** that target our state, regional, and local high-demand, high wage occupations.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: